**Irony Skits**

Write a skit for 3-4 students that contains irony. It should be about 5 minutes to perform.

The skit should have:

* **1 example of situational irony:** something happens that is the opposite of what is logically expected.
* **1 example of dramatic irony:** the characters on stage are totally unaware of something that is really obvious to the audience.
* **1 example of verbal irony:** someone in the play says something obviously sarcastic.
* **1 example of ambiguity:** someone says something that has two different meanings.

When each example of irony takes place in your skit, **make a dramatic pause** or give some clue to the audience so that they know what you are doing.

Your lines should be at least **partially memorised** (speaking your lines with a paper handy)

**Group Writing** (contains all 4 examples or Irony / Ambiguity) /10

**Individual Speaking** (lines are partially memorised) /50

Two friends hunting in the woods.

Students taking a test

Parents talking about their teenage kid.

Dramatic Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **10** | **7** | **5** | **2** |
| **Preparedness** | Students are  completely prepared  and have obviously  rehearsed. | Students seem  pretty prepared but  might have needed a  couple more  rehearsals. | The students are  somewhat prepared,  but it is clear that  rehearsal was  lacking. | Students do not  seem at all prepared  to present. |
| **Memorization** | All lines are completely memorized with no errors. | Lines are mostly memorized, students have to consult paper a few times during the performance | Lines are partially memorized. Students rely on reading the paper a lot during the performance. | Lines are not memorized. Students read the paper the entire time. |
| **Props and**  **Costume** | Students use several  props (could include  costume) that show  considerable work/  creativity and  enhance the  presentation. | Students use 1-2  props that make the  presentation better. | Students use 1-2  props during the  presentation, which  are somewhat  effective. | The students use no  props OR the props  chosen detract from  the presentation. |
| **Acting/Dialogue** | The students use  consistent voices,  facial expressions  and movements to  make the characters  more believable and  the story more easily  understood. | The students often  use voices, facial  expressions and  movements to make  the characters more  believable and the  story more easily  understood. | The students try to  use voices, facial  expressions and  movements to make  the characters more  believable and the  story more easily  understood. | The students tell the  story but do not use  voices, facial  expressions or  movement to make  the storytelling more  interesting or clear. |
| **Audience**  **Response** | Points made in a  very creative way  and held the  audience's attention  throughout | Presented facts with  some interesting  "twists"; held the  audience's attention  most of the time | Some related facts  but went off topic  and lost the  audience; mostly  presented facts with  little or no  imagination | Incoherent; audience  lost interest and  could not determine  the point of the  presentation |